DEVELOPING SUPPLEMENTARY ENGLISH MATERIAL FOR THE FOURTH GRADE STUDENTS OF SD NEGERI 1 KEROBOKAN

Ni Nyoman Nidya Trianingrum

Sekolah Tinggi Pariwisata Triatma Jaya
Email: nidyatrianingrum123@gmail.com

Abstract

This research and development study aimed at (i) explaining the procedure of developing supplementary English material for the fourth grade students of SD 1 Kerobokan, (ii) describing the supplementary English material that is produced for the fourth grade students of SD negeri 1 Kerobokan, (iii) analyzing the qualities of the developed teaching material for the fourth grade students of SD negeri 1 Kerobokan. This study was designed based on Sugiyono’s model of research and development. The result of problem identification showed that the existing materials were limited in term of variation and activities, so that the book was not adequately motivating for the students. The results were responded by the teacher and students. It was also found that 15 students out of 28 students gained the score under the passing grade. To improve the teaching and learning quality that consequently results in better achievement. The develop material were judged by the expert judges. The expert judgment of the develop material showed that the material were in category of excellent. In addition, the tried out of the material indicate the good quality of the material which was proven by the improvement of the mean score from 69 before the book was used to improved mean score into 76 after the book was used.

Keywords: Supplementary English Material, Research and Development (R & D)
INTRODUCTION

There are many languages in this world and one of them is English. English is learned and taught as a foreign language after national language, such as Indonesia which is considered important for the purpose of observing and developing technology, cultural, science and keeping relationship with other countries in this global era. Consequently, many people are interested in learning English and acquiring English for communicative purpose. Allwright (1990) argues that materials should be taught to the students to learn, in which books as resource can be used for expressing ideas and activities for instruction or learning, and they should give teachers rationales for what they do, especially in English. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning.

According to McGrath (2002), there are three main categories of materials as follows: published materials; authentic materials and supplementary material. The first kind includes students’ books, teachers’ books, workbooks, which can be utilized in a number of ways. The second consists of plentiful materials which do have a place in language learning such as newspapers, magazines, leaflets and brochures, videos and songs, etc. The third type can also be very useful for teachers and learners. They are dictionaries, grammar books, charts, games etc. Other types of materials used in language teaching and learning can be grouped in the mode of perceptions and specific uses. However, the published material in in SD Negeri 1 Kerobokan is limited, a book that is used only LKS books (LKS is a sheet that contains a task that must be done by learners. LKS usually in the form of instructions, steps to complete a task, a task that was ordered in the sheet activities must be basic competencies to be achieved (Depdiknas, 2004)) and student operational supporting book (BOS) of government from the previous year. Authentic material limitations also occur at the school, this is caused by busyness of teachers to curb the classroom situation much more than time to prepare authentic material in accordance with the material discussion. The impact resulted in lack of interest of students to learn English. With those limitations in SD Negeri 1 Kerobokan in providing materials, researchers are working to develop supplementary materials in order to improve and maintain student
motivation to keep learning English well and fun.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, despite they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Therefore, textbooks take on a very important role in language classes, and it is important to select a good textbook.

The materials used in English Language Teaching are one of the most important components of instruction. In addition, they pave the way for effective teaching and learning in language education. Content English textbooks should be useful, meaningful and interesting for students.

English teachers have always supported the students by adapting the materials the teacher use or develop new materials to fulfill the specific needs of the students. One of the way to enhance the students English skill is using supplementary English material. It makes to encourages situational English, breaks monotory of the class, enhances language skills and communication skill, task can be challenging and the activities can excite students. It is well known that students learn more when they are involved actively in learning rather than being passive recipients of instruction.

In this study, the researcher will develop Supplementary English materials for the fourth grade students of SD Negeri 1 Kerobokan. There are several reasons why Supplementary English materials should be developed. First, Textbooks are reused, seems to have failed to meet the needs and interests of students. Lack of exercise, especially for the ability to speak, and no color image is characteristic contained in the textbook on the fourth grade students. Second, The position of English as a subject has been running for a long time, turn into extra. Third, English education is an important science that needs to be taught to children, especially in Bali. Bali is a tourism area.

Based on those reasons the researcher would like to do the research in developing supplementary English material on the fourth grade students at SD Negeri 1 Kerobokan. This study is a Research and Development study (R&D) which aimed at (1) to explain the procedure of developing supplementary English material for the fourth grade students of SD 1 Kerobokan, (2) to describe the supplementary English material that is produced for the fourth grade students of SD negeri 1 Kerobokan, (3) To analyze the quality of
supplementary English material for fourth grade students in SD Negeri 1 Kerobokan. There are a lot of literatures that are related to developing supplementary English material including learner centered learning, English language teaching materials for young learner, teaching English for young learner, characteristics of young learner, concept of curriculum, school-based curriculum in elementary school, syllabus design, material development of English for young learner, and supplementary material of English for young learner.

**RESEARCH METHOD**

The procedure of the research design adapted the model of Research and Development by Sugiono (2009). Sugiyono (2009: 407) argues that, methods of research and development is a research method that is used to produce a particular product, and test the effectiveness of these products. To be able to produce certain products that are used research needs analysis (used survey methods or qualitative). Furthermore Borgand Gall (Sugiyono: 2009:11) states that for the research needs analysis so that they can be produced products are hypothetical commonly used methods of basic research (basic research). The procedure that is conducted derived from Sugiono, is modified. The modified model formulated until prototype material. Thus, the research in this study can be described as follows:

1. **Problem Identification.** Problem is the expected deviation between the reality of the matter. The research originated from the potential or problem. The researcher and the English teacher for fourth grade students discussed about the real condition of the learning model developed in SD Negeri 1 Kerobokan in order to have kinds of material that will be developed. Observation and questionnaire is used to find the problem that exist to know the real condition of English teaching material. The researcher identified the documents needed namely syllabus. Preliminary observation and interview to the teaching learning process and interview the teachers had also been conducted.

2. **Data Collection.** Information collected as a material for a particular product planning were expected to tackle the issue. The data that was obtained from SD Negeri 1 Kerobokan using questionnaire was collected.

3. **Product Design.** The products were designed based on an assessment of the old system, so it can be found weaknesses of the system. The end result of activities in the form of new products that complete with specifications. Design was still hypothetical because its quality had not been proven. In this step,
the researcher accomplished some material sources and references to design the product. The material was designed based on the characteristics of young learner and syllabus in SD Negeri 1 Denpasar. By considering those criteria, each material develop carefully and systematically. (4) Design Validation. The design validation process to assess whether the activity in a rational product design will be more effective than the old. The validity included content validity. Feedback about the strengths and weaknesses were also obtained in this stage. (5) Design Revision. After having validating, the writer then moved to do some revision to the design. The feedback in terms of the weaknesses of the designed proposed by the judges are used by the researcher to revise the product to meet better design. (6) Product Field Test. The final material development was field test because of time limitation. After the design was validated and revised, the researcher then tried out the product. In this procedure, the researcher came to SD Negeri 1 Kerobokanto do field tested to the students to find out their response toward the materials. The product design was used to teach the students of SD Negeri 1 Kerobokan. The field test was conducted into five sessions. Students’ achievement in English from five sessions then compared to see their improvement. Result from questionnaire administered to obtain some feedback and opinion. (7) Product Revision. To get a good product, the researcher listing the weaknesses of the supplementary material, analyzed the data analysis, suggestions and opinions from the teachers and students to revise the product to meet the best result. This step is done by considering the result of the questionnaire. (8) Prototype. The final material development, which had been field tested, would be a prototype material since it was just tested because of time and fund limitation.

The subject of this study were the student of the fourth grade students of SD Negeri 1 Kerobokan. The decisions of the representative school based on: 1) there was some problem that is exist in the school, such as timing in implementing English subject is short enough 2) teacher educational background that were mostly S1 degree 3) easy to reach the school location. The subjects of the present which total 28 students were considered to be representative enough. The data was collected in the classroom that was conducted through observation, document study, and questionnaire. The technique of collecting data through observation was used when research related to human behavior, work processes, natural phenomena and the respondents were
observed not too big (Sugiyono, 2013: 145). Documentation method can be done with a checklist (Kasim, 2011: 89). This was conducted to collect data related to the preparation of learning and various policies based curriculum guide the material integration into learning English in this study. The questionnaire that was used in this study for the validity of the model, namely the validation experts.

Some supporting instruments, including a questionnaire and observation. These observations were made in order to capture information on the activities carried 4th grade students and teachers of English during the learning process by focusing of the use of the English language materials. Questionnaire was used to obtain data on the interaction of students and teachers for English language learning takes place, the interaction of students with English material attractiveness of the product, interaction between students during learning process, and the interaction between the teacher.

Data from product field test was analyzed using questionnaire quantitatively. After the data had been analyzed quantitatively, then the results described.

**FINDING**

The Procedure of Developing Supplementary English Material

Problem identification was the first steps of the process of design the supplementary teaching material. The further observation was also done by using an observation instrument. From the observation sheet, it was reflected that teachers also find difficulty in providing teaching materials which is lack of exercise, especially for the ability to speak, and nocolor image is characteristic contained in the textbook, and are not always able to provide materials that are able to motivate learners. In addition, the material presented in the book is not yet meet the needs of learners which did not provide various activities related to the characteristics of young learner. The school that had already implemented curriculum 2013, however, did not use the book based on scientific approach. Meanwhile English as a local content in elementary school in tourism area make researcher to further develop the material that will be able to spur students' motivation to learn English. Not only the children will be easier to socialize with tourists who had been living on their island, but they are also prepared to face globalization in Indonesia. The researcher designed the instrument in collecting data to check the existing book used. The instrument derived from blue print.
Observing the material or handbook that was used by the teacher in SD Negeri 1 Kerobokan was done as the next steps and also observing teaching and learning activity in class. This book contains of six units for the first semester, and three units for the second semester. Based on the researcher observation, it was found that there was less variation of activities and exercises in the material. Finally the book needed can be characterized as follows (1) The book must be fun and based on characteristics of young learner, (2) The material reflex activities of students in daily life, (3) The material is topic based, (4) The book must have clear instruction, (5) The material provide various activities, (7) The activities provided in the book must stimulate student expressions.

Suggestions and critics from the expert judgment that were filled in the questionnaire were as consideration to revise some points in the supplementary English material. From the product testing, the researcher obtained some result in the form of score gained by the students from the questionnaire administered to the students and English teacher during the product testing.

The result of the questionnaire was developed based on the criteria of good English materials proposed by Cunningsworth, Tomlinson, and BSNP. There were 60 items in this questionnaire.

After doing field test, the researcher did some revisions based on the questionnaire filled by the teacher and students. The final product was the result of the researcher prototypes which had been corrected and revised and also were revised and commented by English teacher in SD Negeri 1 Kerobokan and the fourth grade students

**Describing The Supplementary English Material That Is Produced**

The English material that should be developed since it had been revised which had some form, such as: (1) The book should contain of front and back cover. The cover is not only a billboard for the book, but, in a sense, the first page of the story, because it is here that the book can communicate a little of the style and mood of the book inside. This is important because it speaks to the the reader, engaging them and thus potentially not only securing a book sale, but setting the stage for whether or not they will like the book in the first place.

(2) There is foreword in the book. The foreword may cover the story of how the book came into being or how the idea for the book was developed or explain the value of the book to the reader.
(3) There is syllabus in the book. The purpose of the syllabus should drive the decision as to what content to include (Parkes& Harris, 2002). Three major purposes that a syllabus should serve are described by Parkes and Harris: Syllabus as a contract means that Makes clear what the rules are, Syllabus as a permanent record means that Serves accountability and documentation functions, such as documents what was covered in a course, at what level, and for what kind of credit, Syllabus as a learning tool. (4) There is list of content in the book. If a book is long enough to include chapters, then a table of contents will likely appear at the beginning of the publication. The chapter titles listed in the list of table that can help guide readers in finding specific sections; when the chapter titles don't provide specific enough detail.

(5) There was cover, time allotment, and basic competency for each unit supported the topic that will be learned. The material of the book consists of: (1) Title with the objective of the topic for each unit, (2) Scientific approach that was used in each unit namely, observing, questioning, exploring, associating, and communicating. The material was topic based, they are topic and activities.

The Qualities of The Developed Teaching Material

Questionnaire was administered to know the quality of material. To get the quality the book was given to the expert judgment, the English teacher, and the fourth grade students. From the analysis of the expert judgments. It was clear that Supplementary English material had a good quality. Questionaire analysis using the formula showed that supplementary English material had Excellent quality. In addition, result from expert judgment analysis also showed that supplementary English material had fulfilled the criteria of a very high validity English material.

The result of the judges, and also students and teachers’ opinions show that the book produced has been considered as excellent material. Besides that, the result of five sessions of try out also show that the book produced has good quality which was proven by the improvement of the mean score from 69 before the book used and improved into 76 after the book used.

DISCUSSION

From the findings which have been found. To get the data of the problem, the steps of research and development by Sugiono (2013) were used in this research.

In developing Supplementary English teaching materials, the data have
been found were the topics, and activities which were needed. From the data it could be found that there were nine units in the supplementary English teaching materials. Each unit had a topic, and several activities. The topic and the activities were taken from problem identification and data collection by analyzing the syllabus of curriculum 2013.

There are nine kinds of unit in the supplementary English teaching material namely, Please, spell your name, Introduce yourself, I’m fine, I like some fruits and vegetables, My classroom, How much do you buy it?. In the second semester the theme are How many book do you have?, What time is it?, What day is it today?. While the topic in these materials are alphabet, introduction, greeting, fruit and vegetable, classroom and money. In the second semester the topic are number, time, and money.

The activities can be designed from the topics which have been developed. There are nine units which contain several activities, such as observing, questioning, exploring, associating, and communicating. These activities are chosen based on the requirement of curriculum 2013.

Furthermore, in developing the supplementary English teaching material, the researcher adapted the criteria of a good material by Tomlinson, Cunningsworth, and BSNP. From those criteria, the instrument were created. The instruments that were used in this study is questionnaire. The questionnaire consisted of five aspects that must be analyzed, namely relevance to the basic competence, students development and need, graph component, scientific substance, practical consideration, and aims.

The point that must be considered in developing supplementary English material by the researcher is the characteristics of young learner. According to Brumfit (1997) there are characteristics which young learners share such as young learners are only just beginning their schooling. As a group they are potentially more differentiated than secondary or adult learners. tend to be keen and enthusiastic learners. Their learning can be closely linked with their development of ideas and concepts.

In terms of the feature supplementary English material had more interesting color and display. The activities of supplementary English material covered more interesting topic which were more interesting, relevant, useful and clear instruction to the students because they were very close to the students’ daily life and allowed the
student to understand the activities easily, as well as to use the target language in the real daily communication.

It can be concluded that Supplementary English materials developed by using Tomlinson, Cunningsworth, and BSNP criteria of good material. Result showed that supplementary English material designed by the researcher got positive feedback. Positive opinion toward the quality of Supplementary English material was also obtained from the English teacher of SD Negeri 1 Kerobokan. According to the English teacher, the quality of the supplementary English material was excellent. Since the limitation of time, the field test was included the five units out of nine units. However these units were considered to be valid data to represent the quality of supplementary English material, in which these five units had tested and obtained valid data. From the five units field tested to the teacher obtained the maximum score was categorized as excellent material.

Therefore, supplementary English material was suitable for the needs of teacher and students of the fourth students in SD Negeri 1 Kerobokan. Moreover, supplementary of book entitled FUN WITH ENGLISH is a supplementary book for the English state-published book under curriculum 2013. This book applies the scientific approach that will encourage the students to observe, question, explore, associate and communicate English as a foreign language. The competencies achieved during the learning processes given in each chapter of the book. Each meeting session teaches about observing, questioning, and exploring, associating and communicating. In communicating session, students are required to present their duties, then continued to self reflection through a game as a material to evaluate student understanding. In line with that, Tomlinson (1998) states that English language teaching materials should have appropriate instructions. It means that the instructions should be clear.

The result of this field test toward the implementation of the product also accordance with the previous study conducted by Yuniari (2014). In her study, the procedures of the research design would be adapted and modified based on the model of Research and Development by Sugiono. In this study the pretest and posttest were also conducted. The result of her study revealed that the supplementary English teaching materials was effective to be used for teaching English in implementing curriculum 2013.
In conclusion, comparing from the previous researches conducted by other researchers especially in research and development on supplementary English material obtain the same result as previous. In which the developed material was considered had excellent quality for the fourth-grade students in SD Negeri 1 Kerobokan. The students’ score could improve after using this material.

CONCLUSION

There were three main objectives of this study. The first objective was to explain and describe the developing of English Supplementary. Second, to produce the supplementary English material that used by the English teacher. The third objective was to know the quality of supplementary English material.

The data were gained by using several instruments namely questionnaire. The questionnaire was adapted from the criteria of a good material by Cunningsworth, Tomlinson, and BSNP. After designing the instruments, the model of research and development by Sugiono (2013) was employed as the research procedures. From the result, new material developed, analyzed, revised, field tested, analyzed, and finally produced.

At the end of the overall process of the accomplishment of this study, some conclusion were as follows: (1) The researcher used research and development model in designing the Supplementary English Material. The procedures were described into problem identification, data collection, product design, design validation, design revision, product field test, product revision, and prototype. (2) The researcher produced supplementary English material for the fourth grade students. The material of the book consists of title with the objective of the topic for each unit, scientific approach that was used in each unit namely, observing, questioning, exploring, associating, and communicating, and topic. The topic in this material was described into nine topics in which six units of topic were discussed in the first semester namely, spelling, introduction, greeting, fruits and vegetables, and money. While in the second semester topics which were discussed about number, time and date, days, and months. Moreover, this supplementary English Material was supported by some various activities, such as repetition activities, singing, doing short conversation, reading comprehension, and game to engage students directly in learning process (3) The quality of supplementary English material was obtained using result of the questionnaire from the expert judges, English teacher in
SD Negeri 1 Kerobokan, and students. The formula used to analyze the questionnaire was Candiasa’s model. In the formula, the scores in the questionnaire were calculated then categorized into the following rating scale: excellent material, good material, average material, below material, and poor material.

Questionnaire analysis using the formula showed that supplementary English material had Excellent quality. The result of English teacher stated that supplementary English material had fulfilled the criteria of good material and can be categorized as excellent material. The result of students questionnaire also stated that supplementary English material could help students in improve their English achievement, moreover, in all session, mean score showed that the score of student had passed under passing. The result of try-out showed that the material can improve the students mean score from 69 into 76.

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